

Applicant Official Name: Dallas SD 2

Link to plan on applicant website: <https://www.dallas.k12.or.us/integrated-plan>

Application Set: District Independent with CTE program

Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation.

During our comprehensive needs assessment process, we executed multiple forms of community engagement with our stakeholders. These engagement efforts included three surveys, School Board meetings with school-based work sessions, community-driven oversight meetings, and meetings with our community partners. Of our three community engagement surveys, one was district-created and longitudinal, one was developed by a non-profit organization and facilitated by our local ESD, and the third was district-created in collaboration with our local ESD. Our district-created and longitudinal comprehensive community engagement survey included our focal student groups and families, as well as staff and community stakeholders. It was provided in five languages represented in our community. Our non-profit-developed surveys, YouthTruth, included group-specific surveys for students, families, and staff focused on our district and building culture from those group perspectives. Our ThoughtExchange, created in collaboration with our local ESD, aimed to gather authentic feedback on district successes and vision directly from stakeholders. All of these surveys were conducted as a means to capture the responses and perspectives of the greatest number of stakeholders possible and offer quantitative, qualitative, and longitudinal data on the priorities of our students, families, staff, and community. The data from our community engagement highlighted, and in many cases, affirmed our prioritization of efforts, in the areas of safety and security, trauma-informed practices, expanded options for students, and readiness for post-secondary success. Under the umbrella of safety and security, safe and accessible facilities, behavior support for students, and the safety and well-being of students and staff were elevated as priorities. Under the umbrella of social-emotional and mental health, trauma-informed practices and school counselors and/or psychologists were elevated as priorities. The engagement data reflected continued support for expanded learning options, e.g. music, CTE, and electives, and a continued focus on increased graduation rates and preparation for post-secondary success.

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and

blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs.

Our Integrated Plan efforts will focus on the safety and security of students and staff with a focus on behavior supports for students and implementation of trauma-informed practices, expanded options for students, e.g. music, CTE, and electives, a continued focus on increased graduation rates and preparation for post-secondary success, as well as dedicated work towards effective and ongoing community engagement. We will track five key metrics to monitor our progress toward our outcomes: Regular Attender percentage, 3rd Grade Reading scores, 9th Grade on Track percentage, 4-Year Graduation Rate, and our 5-Year Completion Rate. As an administrative team, we will regularly review our progress towards our stated outcomes, reflect on our data, implement adjustments to our efforts, and continue to reflect and revise throughout our process as we seek gains in all of our metrics. The team gathered disaggregated student achievement data and broke it down data by different student subgroups such as race, ethnicity, gender, socioeconomic status, English language proficiency, special education status, etc. The team examined the data to identify any disparities or trends in student achievement among the different subgroups. They looked for patterns that may indicate achievement gaps or areas where specific groups of students are excelling. They also considered how community engagement strategies may have impacted whether there are discrepancies in community engagement among different groups.

Equity Advanced

1.1 What strengths do you see in your district or school in terms of equity and access?

We identify strengths in equitable access through core instruction and interventional support for all students as supported by elementary school-wide Title I plans and services, the work of our PLCs, use of RULER SEL approach and curriculum, and school-wide school-based mental health services. Our middle school has an active equity team that has partnered with the WESD to further educate staff and students. Summer enrichment programs were open and encouraged for all students. We are currently a 1:1 device district, with hotspots available for those students needing connectivity at home in order to complete assignments. We have been very responsive to the changing needs of students post-Covid-10 (e.g., Dragon Academy, summer programs), we are developing strong attendance processes (truancy, 10 day drop, etc...) that are helping us prevent students from falling through the cracks. We engage in district wide collaboration and seek to include all voices in our decision making.

1.2 What needs were identified in your district or school in terms of equity and access?

We need to better understand our focal populations and their specific data with respect to the

five metrics we are monitoring. We need to have additional means of engaging with focal populations and need greater student voice in that engagement.

1.3 Describe how you used your equity lens or tool in your planning.

With the implementation of our equity lens and tool we affirmed our belief in the success of all students and the primacy of equitable access for all students. We utilized a decision-making tool/tree to help us ask questions to better understand and identify the impact of possible decisions and used these answers to guide our decision making. We will continue to use this tool as we implement our plan and continue to reflect and refine our steps moving forward.

1.4 Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

We have the potential to impact all students, including our focal student groups, by utilizing our funds to implement systems, programs and actions that increase student learning as evidenced by five key metrics: Regular Attender percentage, 3rd Grade Reading scores, 9th Grade on Track percentage, 4-Year Graduation Rate, and our 5-Year Completion Rate. Our Integrated Plan is structured with the aim of providing targeted supports, both academic and social emotional, based on student need, to our English language proficiency and special education student subgroups. We believe that increased supports to these groups will yield higher reading scores, higher attendance percentages, a higher ninth grade on track percentage, as well as higher 4-year graduation and 5-year completer percentages.

1.5 What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

We are implementing trauma-informed practices and increased behavioral supports for students. We understand that it may take time to see improvement in these areas and understand that multiple pieces must be in place for us to see success. These pieces include, but are not limited to, professional development for all staff, purchase of curriculum, use and implementation of curriculum, increased communication with families and community partners to raise awareness and build a framework for understanding our efforts. Due to impacts in instruction related to COVID-19, we may see lagging skills in one or more of our targeted metrics for some time. We are building our understanding of the enrollment fluctuations we have seen and are working to plan and respond appropriately (programs of study, staffing, etc.). Student mental health needs have been increasing, especially since COVID-19, and we are working to implement resources to positively impact students. We may see lagging numbers in one or more of our targeted metrics for some time.

1.6 What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

Dallas School District staff who become aware of a student who may be facing homelessness confidentially notifies the Homeless Liaison to begin the process of supporting the student with resources. If the student needs district transportation and/or additional services then the district sets that up in a manner that is least isolating, stigmatizing as possible - often with dedicated staff that support individual students.

Equity Advanced CTE Focus

1.7 What strengths do you see in your CTE Programs of Study in terms of equity and access?

Strengths in our CTE programs of study regarding equity and access include: Classes for grades 9-12 - mostly without prerequisites, curriculum designed towards student interest and not competency based, classes that encourage and develop student learning outside the regular confines of school, Career Technical Student Organizations (CTSO) clubs that offer a variety of competition and skills development regardless of gender and socioeconomic upbringing, inclusion of local industry via industry chats and site visits for all student populations.

1.8 CTE 1.2 What needs were identified in your CTE Programs of Study in terms of equity and Access?

Needs in our CTE programs of study regarding equity and access include: Increased gender equity in middle school STEM offerings and high school CTE programs, the promotion and recruitment of CTE programs to underrepresented student groups, programming provided for students in an alternative education setting, and the creation of a CTE wheel in middle school to develop early interest in CTE programs.

1.9 What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

We expose students to our CTE educational opportunities by utilizing local STEM night functions, introducing students to high school offerings via class visits and intro and exploration nights at the high school. We also provide weekly program updates and offerings via email, social media and print information boards. We engage in diverse CTE outreach efforts to reach students from all backgrounds. This includes working with local community organizations, partnering with elementary and middle schools to promote awareness, and using social media, our website, and print materials. We are trying to introduce CTE options in middle school or even earlier. We partner with local businesses and industries to create work-based learning opportunities and we highlight these partnerships during the recruitment process to show students the real-world relevance of CTE programs. We host information sessions for parents and guardians to help them understand the benefits of CTE programs. We connect students with mentors and role models who can guide them in their chosen CTE pathway.

1.10 How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

We remove barriers to entry by limiting course prerequisites, offering bilingual curriculum and supports, encouraging participation of focal group populations using multiple methods of communication, and we offer additional supports through ASPIRE, Upward Bound and AVID programs.

Well-Rounded Education

2.1 Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

Elementary: While elementary instruction strongly focuses on foundational skills in reading, writing, and math, our program also offers music, PE, library/media, SEL, STEM, and health. All of our elementary schools have partnered with Oregon State University to research and implement recess experiences for our students that develop play and social skills.

Middle: LaCreole Middle School caters to the whole child by creating a robust master schedule that includes a variety of electives (Fine Arts, CTE, Wellness, etc.) along with traditional core classes.

High School: Dallas High School focuses on the whole student, including academics, professional-technical skills, and social-emotional learning. Students experience an 8-period schedule that allows each student to explore many electives in addition to their core classes. These electives span from expansion of core content to a variety of Career and Technical Education pathways, including Culinary Arts, Performing Arts, Agriculture, Computer Science, Fine Arts, Musical Arts, and Foreign Language. Additionally, every student is enrolled in a 4-year Advisory Group, during which teachers and students work together to develop relationships and skills around social-emotional capacities.

2.2 Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

Theater, Visual Arts, Music, Dance, Graphic Design.

2.3 How do you ensure students have access to strong library programs?

We ensure students have access to strong library programs by dedicating funds in our budget towards staffing library personnel at each school. We also partner with local organizations, e.g. SMART.

2.4 How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

We ensure adequate time for eating and playing through collaborative master scheduling. We have also been working with the Department of Kinesiology at WOU to provide professional development for staff and best practice recess play at our elementary buildings, including equitable access to play.

2.5 Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

Our middle school has a robust master schedule that includes: Drama, Band, Choir, Graphic Design, Computer Science, Innovations, and Digital Arts. In addition, staff and students take part in a twice yearly "Exhibition Night" where they showcase project-based learning and cross-disciplinary projects to the community. At our high school, we have robust and rigorous CTE Pathways, including Computer Science, Theater Arts, Culinary Arts, and Agriculture. Elective teachers PLC together across disciplines to collaborate on interdisciplinary approaches and universal design for learning.

2.6 Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

When adopting curriculum, we have engaged in thorough curriculum evaluation and review and multiple rounds of community engagement prior to adoption. Specifically, we engaged in district and department data review which included a needs assessment. We solidified our parameters and process: Content area, goals, timeline, budget, and capacity for implementation and sustainment. We communicated with stakeholders and articulated our rationale and process prior to seeking their feedback. Our adoption committee selected a slate of choices tailored to district needs and student groups. After additional stakeholder engagement, we engaged in collaborative decision making in our final adoption decision. We then created our implementation and professional development plans.

2.7 Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

Both certified and classified staff receive training in a variety of instructional pedagogies. In addition, staff are provided support from SPED, TAG, Title I and subject specific specialists to

ensure that students' needs are met. Weekly PLCs create space for teachers to design, analyze, evaluate, and improve classroom instruction. Individual teachers are held accountable to district-adopted curricula and instructional methodologies.

2.8 How will you support, coordinate, and integrate early childhood education programs?

Dallas School District works with Early Learning Hub partners in Polk and Yamhill counties to support child find for kindergarten, service integration, transition support, and parent education. Our annual Family Jamboree (FamJam) is focused on kindergarten registration, communications for families, and services like school supplies, and kindergarten readiness activities. Dallas School District's participation in Dallas Krazy Days (aka, SummerFest) also focuses on kindergarten registration and family communications. A Jump Start program provides students fun and engaging opportunities for introduction to their school and to kindergarten, with fun and engaging experiences. Jump Start programs are provided to all kindergarteners, in partnership with Polk-Yamhill Early Learning Hub and Western Oregon University. An evidence-based parent education program, Ready For Kindergarten, is part of the Jump Start program. We work with the Willamette Educational School District to support Early Intervention and Early Childhood Special Education (EI/ECSE). The EI/ECSE program provides services for children from newborn to five years of age. To qualify for services, a child must have a significant developmental delay or disability that meets Oregon eligibility guidelines related to speech and language, motor, social- emotional, learning, vision, or hearing. If a child is determined eligible to receive services, an Individualized Family Service Plan (IFSP) is developed based on the child's individual strengths, needs, and goals. Services are designed to support learning and development, and include the parents as important partners in the educational process. Services are at no cost to the family. Referrals for evaluations and/or services can be made by the parent, physician, preschool staff, childcare providers, nurses, family members or anyone concerned about a child's development.

2.9 What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

Students are prepared for the transition to high school by ongoing conversations with teachers and school counselors during Advisory periods. In addition, teachers host guest speakers to discuss possible careers in their various fields. Dallas High School counselors speak to the 8th grade students during forecasting about what to expect from the high school experience as well as the pathways to a high school diploma. Family and community events during August (Dragon Preview Night, Dragon Registration). 8th grade high school visit during Spring where each 8th grader gets to meet their Advisory Group teacher and Advisory Group classmates before their 8th grade year concludes. Partnerships between Middle School teachers and High School counselors to determine appropriate placements for incoming freshmen. We encourage students to start thinking about their postsecondary goals early in high school. This might include discussions about career interests and college aspirations. We provide one-on-one counseling sessions with guidance counselors to discuss students' postsecondary plans and address their concerns or questions and provide information about different postsecondary

options, including colleges, universities, trade schools, and apprenticeship programs. Our AG classes focus on developing skills necessary for success in college or a career, such as time management, study skills, and financial literacy. We help students and their families navigate the financial aspects of postsecondary education by providing information about scholarships, grants, loans, and the Free Application for Federal Student Aid (FAFSA). We organize trips to local colleges and universities so students can explore campus environments and get a feel for different institutions. We are fortunate to have Willamette University, Western Oregon University, George Fox and Linfield relatively close to us. We offer opportunities for students to take college-level courses while still in high school, earning both high school and college credits. This can ease the transition to college academics. We recognize that different student populations may require different supports. We believe we provide the most tailored supports to students with disabilities through our youth transition program and alternative high school program - both of these programs have dedicated staff for this purpose. We would like to offer similar supports specifically for first-generation college students and English language learners.

2.10 How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

We identify and support the academic and technical needs of students through multiple means. We utilize data from our district wide universal screening tool and 3x/year benchmark assessments, our MTSS and our GPS tracking sheets (high school). These allow us to identify students and groups that need additional supports. We provide intervention instruction and have implemented a class incomplete process to help remove barriers. We use Oregon CIS, Naviance, E- Dynamic and TRANSEO career readiness programs. PLCs and Student Intervention Team monitor student progress as measured by multiple formative assessments. We are excited to introduce Dragon Days as a part of this school year. The goal is to provide various academic support and enrichment opportunities for middle and high school students with the goal of reducing achievement gaps. Dragon Days will take place on twenty-one Tuesdays throughout the school year. These days will be dedicated to offering targeted interventions and support for students in core academic subjects. Additionally, students performing at grade level will have the chance to engage in extension activities to enhance their learning. At both middle and high school, all students will take part in interventions, extensions, or a combination. This is a required school day for all students. The primary focus of Dragon Days is providing additional help to students who experience achievement gaps in subjects such as reading, writing, and math. These intervention sessions could involve one-on-one or small-group instruction to address individual learning needs. Dragon Days will also offer enrichment opportunities for students who are already performing at grade level. This may involve engaging them in activities that challenge their skills and knowledge, promoting a deeper understanding of the content they are already studying, as well as opportunities to participate in whole school activities, assemblies, and student clubs, allowing students to explore their interests, develop new skills, and connect with peers who share similar passions.

2.11 What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

Elementary students are supported by classroom teacher instructional planning and use of differentiated and computer-adaptive curriculum tools. At the middle and high school levels, students are supported by SPED specialists (teachers and educational assistants) in both developmental and behavioral classrooms with the goal of being in general education classrooms as much as possible. Those students who are exceeding state and national standards are provided the opportunity for subject acceleration in math, ELA, and band. Dragon Days will offer enrichment opportunities for students who are already performing at grade level. This may involve engaging them in activities that challenge their skills and knowledge, promoting a deeper understanding of the content they are already studying, as well as opportunities to participate in whole school activities, assemblies, and student clubs, allowing students to explore their interests, develop new skills, and connect with peers who share similar passions.

2.12 How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

Our students engage in career exploration throughout their high school experience. Students starting in their freshman year will utilize Naviance and Oregon CIS for career exploration activities. These activities continue through their senior year. In addition, students have the opportunity to be involved in industry chats held in our college and career center, take part in local industry visits and field trips including training and exploration activities. Students also have access to our College and Career center for additional information regarding post graduate career exploration. Students take part in yearly activities including College week, Military Careers Week and Industry and Trades week. Students finally receive individual counseling regarding their career interest via our advisory groups and counseling staff. We encourage students to start thinking about their postsecondary goals early in high school. This might include discussions about career interests and college aspirations. We provide one-on-one counseling sessions with guidance counselors to discuss students' postsecondary plans and address their concerns or questions and provide information about different postsecondary options, including colleges, universities, trade schools, and apprenticeship programs. Our AG classes focus on developing skills necessary for success in college or a career, such as time management, study skills, and financial literacy.

2.13 How are you providing equitable work-based learning experiences for students?

All students have access to the work-based learning experiences we offer.

2.14 Describe how students' academic and technical skills will be improved through

integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn post-secondary credit while in high school.

Each department articulates a 3- to 4-year pathway for students to build on vertically aligned skills and knowledge. Many of those pathways culminate in Advanced Placement or other college credit bearing course options.

2.15 What activities will you offer to students that will lead to self-sufficiency in identified careers?

Advisory Group curriculum, including Naviance program, career-related learning experiences, mock interviews, resumes, cover letters, and an Extended Application project. Transitions courses focused on skill development and transition from secondary to post-secondary living. Senior Economics course with a focus on Personal Finance and financial literacy. We also are implementing AVID at the high school and are entering a planning year for AVID implementation at the middle school.

Well-Rounded Education CTE Focus

2.16 How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

We offer forecasting week with visits from our counseling department for incoming 9th grade students, High school exploration nights meeting CTE teachers and learning about our various programs. We also share information via social media, CTE district website, CTE course catalog and through state & regional sponsored STEM hub nights.

2.17 How will you prepare CTE participants for non-traditional fields?

We are working with industry, community partners, and local districts to better understand non-traditional fields and how districts are supporting CTE participants in their preparation for non-traditional fields. We assess students' interests through career assessments and surveys to identify students who show potential interest in nontraditional CTE fields. We have annual awareness campaigns that highlight the opportunities, benefits, and potential career paths in nontraditional CTE fields and we use media, such as brochures, websites, and social media, to reach students and their parents. Our counselors provide one-on-one guidance to students interested in nontraditional fields. We bring in successful individuals from underrepresented groups as role models to inspire and encourage students. We offer flexible scheduling and course options to accommodate students with various commitments, such as part-time jobs or family responsibilities.

2.18 Describe any new CTE Programs of Study to be developed

Our new CTE programs include Performing Arts and Education. We have also expanded our Health Sciences and Information Technology program. We look to restart our dormant Engineering program which we have traditionally just offered via articulation with our local community colleges. Our new CTE programs include Performing Arts and Education. We have also expanded our Health Sciences and Information Technology program. We look to restart our dormant Engineering program which we have traditionally just offered via articulation with our local community colleges.

Engaged Community

3.1 If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

As we work towards meaningful, authentic, and ongoing community engagement, we have found areas of success as well as areas for continued growth. We have been successful with consistently engaging certain populations through our standard means, and we have challenged ourselves to engage through additional platforms and have been met with some success. For example, we engaged in our first ThoughtExchange and are learning how to better use this tool. Though we have increased our community engagement by reflecting additional languages spoken throughout our community, increased data from discrete focal groups has been identified as an area for growth, e.g. our houseless and migrant populations, which may need engagement efforts that are not technology-dependent.

3.2 What relationships and/or partnerships will you cultivate to improve future engagement?

As we work towards meaningful, authentic, and ongoing community engagement, we need to personalize our efforts to engage with underserved communities, to underscore our commitment to serving them, and find means to do this that honor culture, time, and family, as well as reduce barriers to engagement, e.g. technology and transportation. We seek to partner with our county resources department, as well as community centers in our area, to both identify these groups and learn ways to best engage with them.

3.3 What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

As is often the case, both time and financial support would enhance our engagement efforts, as these are often our two greatest barriers to this work. Though we appreciate the engagement toolkits ODE has provided, local support may prove more beneficial given the varying contextual and community needs districts experience.

3.4 How do you ensure community members and partners experience a safe and welcoming educational environment?

We are always seeking ways to increase how our community members and partners feel safe and welcome in our educational environments. We are grateful for the decreased restrictions on visitors and volunteers in K-12 schools and seek out opportunities to invite community members and partners into our schools, e.g. school orientation days, open houses, exhibition/family nights, assemblies, and school picnics. We hold some focal-group-specific events, offer surveys in multiple languages, and are beginning to hold empathy interviews.

3.5 If you sponsor a public charter school, describe their participation in the planning and development of your plan.

Both Dallas Community School and Luckiamute Valley Charter School are district-sponsored charters that are included in our Integrated Plan application. Both charters have engaged in ongoing community engagement, continuous improvement planning, as well as ongoing planning with our district.

3.6 Who was engaged in any aspect of your planning processes under this guidance?

Business community

Classified staff (paraprofessionals, bus drivers, office support, etc.)

Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)

Community leaders

Families of students navigating poverty, homelessness, and foster care

Families of students of color

Families of students who are emerging bilinguals

Families of students who identify as LGBTQ2SIA+

Families of students with disabilities

Licensed staff (administrators, teachers, counselors, etc.)

Local Workforce Development and / or Chambers of Commerce

Migrant Education and McKinney- Vento Coordinators

School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)

Students navigating poverty, homelessness, and foster care

Students of color

Students who are emerging bilinguals

Students who identify as LGBTQ2SIA+

Students with disabilities

Tribal members (adults and youth)

3.7 How were they engaged?

CTE Consortia meeting
Community group meeting
Email messages
In-person forum(s)
School board meeting
Social media
Survey(s) or other engagement applications (i.e. Thought Exchange)
Website

3.8 Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

Youth Truth Survey: Overarching view on our district/building culture from the student, family, and staff perspectives.

Comprehensive Community Engagement Survey: Longitudinal data on the priorities of our students, families, staff, and community.

ThoughtExchange: Representation of our work to gather authentic feedback on district successes and vision directly from stakeholders.

School Board Meetings - Work Sessions: Direct staff and School Board engagement by grade level population.

Regional CTE meetings: Direct engagement with community partners, business and industry and district representatives.

3.9 Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement Spectrum these fell on.

Two strategies we executed to engage each of the focal student groups and their families present within our district and community included our comprehensive community engagement survey and our YouthTruth surveys. Our comprehensive community engagement survey included our focal student groups and families, as well as staff and stakeholders. Our YouthTruth surveys included specific surveys for students, families, and staff. These surveys were conducted as a means to capture the responses of the greatest number of stakeholders as possible. Our comprehensive community engagement survey was provided in five languages represented in our community. All of our surveys involve consultation with our communities.

3.10 Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

Two strategies we executed to engage staff included our comprehensive community engagement survey and our YouthTruth surveys. Our comprehensive community engagement survey included our focal student groups and families, as well as staff and stakeholders. Our YouthTruth surveys included specific surveys for students, families, and staff. These surveys were conducted as a means to capture the responses of the greatest number of stakeholders as possible. Our comprehensive community engagement survey was provided in five languages represented in our community. All of our surveys involve consultation with our communities.

3.11 Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

The data from our comprehensive community engagement survey highlighted increased desire for both safety and security and social-emotional and mental health. Under the umbrella of safety and security, safe and accessible facilities, behavior support for students, and the safety and well-being of students and staff were elevated as priorities. Under the umbrella of social-emotional and mental health, trauma-informed practices and school counselors and/or psychologists were elevated as priorities. The data reflected continued support for expanded learning options, e.g. music, CTE, and electives.

3.12 How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

We have and continue to develop partnerships with employers to expand work-based learning opportunities for our students. We partner with local businesses in multiple ways including industry chats led by industry leaders with students at Dallas High School, job shadowing, and on site work-based learning and Internship opportunities. We are also actively engaged in expanding our partnerships with local industry through advisory committee work including the Community Schools Consortium, the Business and Industry Advisory Committee, CTE Advisory Council for DHS and the Polk Co. FCO. These quarterly meetings bring together industry and education to focus on building partnerships to expand training opportunities for our students. In addition to internal efforts, we partner with the Willamette ESD through TRANSEO software to deliver industry and trades information to our students.

3.13 If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

Strengthened Systems and Capacity

4.1 How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

We recruit, onboard, and develop quality educators and leaders in a variety of ways. We are a collaborative district that prides itself on engaging our staff and administrators district wide on a regular basis. When hiring, we strive to have a diverse set of panel members on our interview team. We offer professional development directly linked to our adopted curriculum, as well as best practice instruction, e.g. AVID, science of reading. We provide tuition reimbursement through our collective bargaining agreements for staff to use to pursue professional development and learning opportunities that are tailored to their interests. We offer mentoring support for new services teachers within the first three years of their careers. We have an employee wellness program and strive to be a district where all feel valued.

4.2 What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

The Student Intervention Team (SIT) is often the first step the parent/school team can take when there is a concern about their child's/student's progress in the school classroom. The purpose of SIT is to design a support system for students having difficulty in the school environment. SIT is a group formed within the school to further examine a student's academic, behavioral and social-emotional progress. The SIT team can propose interventions for the student. The team usually consists of the parents, students, teachers (gen ed and special ed), administrators, related service providers and support personnel from the school. There are many different names for the Student Intervention Teams -including Student Study Teams. The meeting is different from a parent-teacher conference which focuses on improving communication and addressing specific-class problems. The SIT meeting provides everyone with an opportunity to share concerns and develop a plan. Either a staff member or parent can make a referral. The interventions vary depending on the child's educational needs.

4.3 How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

Through examining MTSS data, progress of students in focal groups are monitored. Additional training for staff on how best to support students of color and English Language Learners is provided through the equity team in partnership with the WESD. Training in how best to meet the needs of students with disabilities given throughout the year by SPED personnel. We have

implemented Restorative Justice practices through partnership with the University of Oregon. We have also implemented Dialectic Dialogue practices in the in-school suspension room that focuses on restoring capacity for students to be in the classroom. Reduce penalties for behavior in the Student Handbook that remove students from the classroom for offenses.

4.4 How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

Mentoring and feedback from direct supervisors to educators and administrators supports the continued professional growth and development of our staff. This mentoring and feedback is directly linked to the needs we have identified in our district using a variety of data sources, e.g. district wide universal screening data, attendance, behavior, referral, and key metric data. We strive to provide professional development that is led by district staff thereby supporting the strengths of our educators and growing their capacity as professional educators and leaders.

4.5 How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

PLC time training led by either administrators, peers, or guest experts have been prioritized throughout the year. Some have been geared to a specific subject, such as math others are general. Frequent check-ins by administrators, learning walks, release time, and the sharing of articles have also been utilized. New staff are supported through the district's mentoring program as well as their administrator.

4.6 What Systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

Elementary: PLCs and Student Intervention Teams (SIT) monitor student progress as measured by numerous formative assessments. Assessment results inform core classroom instruction, Title I/Intervention instruction, special education instruction, and the decisions of the SIT.

Middle: MTSS is at the core of student success. Through assessments such as DESSA, STAR, OSAS, and internal classroom measurements students are categorized and provided interventions. Academic interventions range from tutoring, Mathia practice, I-ready, and small groups.

High School: Advisory Group structure, including Good Pride Standing and weekly teacher check-ins. Weekly grade updates posted in PowerSchool. MTSS Tracking Sheet, pulling data from PowerSchool and shared with all teachers and counselors.

4.7 How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

By partnering with our local county Early Learning Hub, we are able to host 2-3 dinners per year with local early learning providers and our kindergarten teachers and administrators. These dinners allow for general transition conversation, as well as discussion around student and family supports. We structure vertical team time during April inservice to bring our elementary/middle and middle/high teachers together to support student transition. Elementary students also visit the middle school the spring before they transition. Students are prepared for the transition to high school by ongoing conversations with teachers and school counselors during Advisory periods. In addition, teachers host guest speakers to discuss possible careers in their various fields. Dallas High School counselors speak to the 8th grade students during forecasting about what to expect from the high school experience as well as the pathways to a high school diploma. Family and community events during August (Dragon Preview Night, Dragon Registration). 8th grade high school visit during Spring where each 8th grader gets to meet their Advisory Group teacher and Advisory Group classmates before their 8th grade year concludes. Partnerships between Middle School teachers and High School counselors to determine appropriate placements for incoming freshmen.

Attachments Completing Your Submission

- Integrated Planning & Budget Template - True
 - The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIIS, CTE / Perkins. It Should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.
- Equity Lens Utilized - True
- Community Engagement Artifacts - True
- Board meeting minutes - True
- Affirmation of Tribal Consultation -
- District Charter Program Agreement (If applicable) -
- MOU detailing aligned program consortia agreements (If applicable) -

Assurances

By checking this box, you provide assurance that you will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

True

By checking this box, you provide assurance that you have taken into consideration of the Quality Education Model (QEM)

True

By checking this box, you provide assurance that your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for CSI/TSI, CTE, and HSS district/school activities (if applicable)

True

Disaggregated data by focal group was examined during the planning process: By checking this box, you provide assurance that disaggregated data by focal student group was examined during the Integrated planning process

True

HSS Funded Dropout Prevention/Pushout Prevention: By checking this box, you provide assurance that dropout/pushout prevention strategies are applied at every high school within the district, including alternative schools.

True

Any additional links provided by the applicant

After Application Submission

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.

Application submitted by: Rachel Alpert